DOCUMENT RESUME

ED 421 997 IR 019 031

AUTHOR Ninno, Anton; Plotnick, Eric
TITLE AskLN (Ask the Learning Network). End of Project Report.
INSTITUTION ERIC Clearinghouse on Information and Technology, Syracuse, NY.
SPONS AGENCY AT&T Communications, Inc., New York, NY.
PUB DATE 1998-00-00
NOTE 37p.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Access to Information; Computer Mediated Communication; *Information Networks; *Information Services; Program Implementation; User Needs (Information)
IDENTIFIERS *American Telephone and Telegraph Company; *AskERIC; Communication Infrastructure; Information Infrastructure; Question Answering

ABSTRACT

This report summarizes the history of AskLN (Ask the Learning Network), a project funded by AT&T. It outlines valuable insights and information gained as a result of a successful 22 month run under the coordination of the Information Institute of Syracuse at Syracuse University (New York). In the spring of 1996, the Director of the AT&T Learning Network approached Syracuse University's ERIC Clearinghouse on Information and Technology (ERIC/IT) with a request for advice about starting a question-answering (Q&A) service. The AskERIC question and answer service was seen as a likely place for the piloting of a similar, but more closely focused service in support of educators using the AT&T Learning Network. AskLN was created as a variation of the AskERIC and KidsConnect models. Discussion includes a background of AT&T's educational efforts; how AskLN was created and implemented; making AskLN grow; and types of questions asked. Conclusions and recommendations are offered. Appendices include K-12 Education Listserv Communities Members; AskLN monthly question statistics; and copies of electronic thank-you letters from AskLN users. (AEF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 421 997

AskLN (Ask the Learning Network)
END OF PROJECT REPORT

Prepared for the AT&T Learning Network by
The Information Institute of Syracuse
Syracuse University

Anton Ninno
Education Resources Evaluator
Information Institute of Syracuse University

Eric Plotnick
Assistant Director
Information Institute of Syracuse

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
A. Ninno

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

4-194 Center for Science and Technology, Syracuse University, Syracuse NY 13244-4100
(315) 443-3640 <eric@ericir.syr.edu>

IR019031

AskLN (Ask the Learning Network)
END OF PROJECT REPORT
Prepared for the AT&T Learning Network by
The Information Institute of Syracuse, Syracuse University

This report summarizes the history of AskLN (Ask the Learning Network) a project funded by AT&T. It outlines valuable insights and information gained as a result of a successful 22 month run under the coordination of the Information Institute of Syracuse at Syracuse University.

Introduction

In the spring of 1996, the Director of the AT&T Learning Network approached Syracuse University's ERIC Clearinghouse on Information & Technology (ERIC/IT) with a request for advice about starting a question-answering (Q&A) service. The popularity and widely recognized authority of the AskERIC question and answer service for educators drew the attention of AT&T staff, and AskERIC was seen as a likely place for the piloting of a similar, but more closely focused, service in support of educators using the AT&T Learning Network.

The AT&T Learning Network provides educators and parents with a wide variety of educational information and focuses on K-12 resources. AT&T also offers a program called Learning Points to its long distance telephone customers. Customers earn points that designated schools can trade in for valuable educational materials and software products. As the Learning Network and Learning Points programs grew, AT&T concluded there was a need to help educators and parents even further, and proposed to offer a human mediated digital reference/question answering service.

AT&T wished to direct this new service to K-12 teachers who needed support in implementing educational technology in the classroom. While the focus would be on serving classroom teachers, other users such as school administrators, parents, and even students might also be helped by the service. Staff at Syracuse University went to work designing a new question answering service that would be modeled after the highly successful AskERIC and KidsConnect digital reference services already administered by the Information Institute of Syracuse. By late August 1996, AskLN, standing for Ask-the-AT&T-Learning-Network was online and taking questions from users.

Background

For a number of years, AT&T had been exploring ways to offer support to the education community-- teachers and the families who were AT&T customers.

One such program that ran successfully for several years was called AT&T Learning Circles.

In that project, a dial-up bulletin board was used to connect teachers and their classrooms in groups called learning circles. Schools were arranged in circles based on location and choice of specific classroom activity. The object was to connect schools from wide ranging locations, but among similar grade levels, to show the effectiveness of telecommunications for learning. In one of the more popular Learning Circle activities, each circle created an online newsletter, and each school contributed a piece to it. In another popular activity, circles studied acid rain across various school locations, and then produced a final document displaying the data and offering students the chance to study the conclusions.

The AT&T Learning Circle experience showcased AT&T's efforts in promoting the use of telecommunications as a teaching tool, and also demonstrated their interest in developing the concept of mentoring teachers. As the Learning Circle program grew, AT&T added layers of supervision by volunteer teachers called mentors. Each circle had a mentor teacher who coordinated the work of the circle members. Eventually, when there were many circles, some of the mentors were asked to become supervisors of Learning Circles in a mid-level management arrangement.

When the idea for AskLN came to light, the Learning Circle program had come to an end, but AT&T still had a group of five veteran Learning Circle supervisors, all working classroom teachers, who AT&T wished to use as a team to answer questions from teachers. The idea was to take Learning Circle mentoring to a new environment - the Web, with a new strategy - a question answering service for K-12 educators. Teachers using the AT&T Learning Network website were already using a comment form page on the Learning Network website to ask questions about educational technology, and AT&T needed a way to answer the teachers' questions in a timely and authoritative manner.

How AskLN Worked

Syracuse University's Information Institute, in response to AT&T's request for a question answering service, took the resources and mentors AT&T offered and formed them into a model first pioneered by the AskERIC Q&A service for educators, and then by the KidsConnect Q&A service for K-12 students. Both services are based on the concept of a distributed e-mail system.

At AskERIC, a network of paid professional staff called Network Information Specialists (NIS) answer users 'questions about education. Originally set up to use Internet e-mail, AskERIC also allows users to use a web-based question form

to submit their questions. KidsConnect, a Q&A service sponsored by the American Library Association (ALA) and its sub-division, the American Association of School Librarians (AASL), with funding from Microsoft, follows the AskERIC model, in using both e-mail and a web page form for users to submit questions. KidsConnect departs from the AskERIC Q&A model by using volunteer school librarians (all members of AASL) rather than paid staff to answer user questions.

AskLN, was created as a variation of the AskERIC and KidsConnect models. AskLN volunteer mentor teachers were trained to answer educational technology questions from other K-12 classroom teachers. The AskLN coordinator (a paid staff member at Syracuse University) and the AskLN volunteer mentors followed guidelines developed from experience with AskERIC and KidsConnect.

The first AskLN mentors were the five teachers with supervisory experience from the AT&T Learning Circle program. All continued to maintain ties with AT&T through the Learning Network program. The original five mentors also continued to receive stipends from AT&T. AT&T hoped that mentoring relationships, similar to those that were formed between mentors and member teachers within the Learning Circle communities, might be formed between AskLN mentors and teachers using the new AskLN service. AskLN mentors answered questions sent to AskLN, and potential mentoring relationships were possible between mentors and users, through the resulting e-mail conversations.

AskERIC always remained available as a referral option for questions outside AskLN's immediate scope area – that of implementing educational technology in the classroom. Users who asked questions about other education issues such as grant-writing, cooperative learning, block scheduling, and charter schools, or who had questions pertaining to other age levels, such as preschool and higher education were referred to AskERIC. Likewise, AskERIC users were informed about AskLN as a resource for K-12 classroom teachers who were exploring the use of educational technology. K-12 students who sent questions to AskLN were referred to KidsConnect, a much more appropriate resource for them to use. Parents who sent questions to AskLN discovered a friendly help system that guided them through potential resources appropriate to their specific needs.

It is important to note that there is a significant difference in the nature of AskERIC and AskLN responses to K-12 teachers. While AskERIC may occasionally give a "from personal experience" or a definitive answer to a question (especially if the question answerer is a subject matter expert), it more frequently follows the model of a librarian pointing users to the resources and publications they may need to answer their questions. The AskERIC user then

decides which resources and materials to use, and how to form an answer to the original question. At AskLN, the object was to offer questioners a more personal and experience-based reply - a reply one might expect from a mentor or a fellow classroom teacher. Although AskLN mentors provided resources and suggestions to users, they did not pretend to give definitive responses, but shared their hard-earned wisdom and experience. The style of AskLN responses was conversational, like those a teacher might receive in the teachers lounge after asking for suggestions from a colleague. AskLN users who asked for the latest research findings or about educational materials and documents were taught how to use AskERIC.

Getting Started

To get AskLN up and running and to meet AT&T expectations for start-up, a temporary AskLN coordinator was chosen to coordinate the overall service. Questions coming from the AskLN question page on the web were read by the coordinator and distributed via e-mail to the five mentor teachers who had worked previously as Learning Circle supervisors, mentors and participating classroom teachers. Their experience with the use of educational technology and telecommunications proved to be a valuable asset for answering AskLN questions. Eventually, eight new AskLN mentors were added to the team, almost all of them working classroom teachers, school librarians, or district technology coordinators. A specialist in assistive technology working at the college level as a trainer of teachers and health professionals, (such as speech and occupational therapists) was later recruited to answer questions from special education teachers concerning the use of educational technology with students having special needs.

An AskLN website hosted on a Syracuse University network server described the AskLN service, emphasized its focus on the implementation of educational technology in the K-12 classroom, and outlined its intended user audience. On the AskLN website, users found a forms page which gave them a convenient way to submit their questions to AskLN. An e-mail address for AskLN questions was also available, allowing users with no access to the World Wide Web to submit questions directly to AskLN via e-mail. This address eventually became popular with teachers using free e-mail services such as Hotmail and Juno.

To help AT&T bring K-12 teachers to AskLN, a link was established between the AskERIC website and the Learning Network website. This arrangement not only served to bring traffic from AskERIC to AskLN, but also from the Learning Network to AskERIC - a win-win strategy. User traffic at the AskERIC website is the highest of any education site on the World Wide Web, and it is seen as one of the most authoritative educational resources in the education community - the

result of more than 30 years of service from the ERIC system funded through the National Library of Education (NLE).

By February 1997, six months into the AskLN project experience, the project coordinator and other Syracuse University staff began to think about ways to bring more users to the service. Unlike AskERIC and KidsConnect, AskLN was not following a pattern of rapid growth in user demand. It was decided that the coordinator would monitor postings on the EDTECH listserv, a favorite resource for teachers and school district technology coordinators looking for solutions to problems with computers and networks. The AskLN coordinator promoted interest in using AskLN by voluntarily answering questions posted by EDTECH users and by posting information about AskLN's mentor service.

The AskLN coordinator also attempted to recruit some of the more expert EDTECH listserv users as AskLN volunteer mentors. Teachers who agreed to receive AskLN mentor training and to answer at least one AskLN question a day received complimentary Internet access accounts on the AT&T WorldNet service.

Unlike the original five AT&T Learning Circle mentors, new AskLN mentors did not receive a quarterly stipend. The stipend given to the original mentors was in compensation for other duties at the Learning Network beyond their work with the AskLN project, and was a continuation of their previous arrangement with AT&T. The activity of new AskLN mentors was limited to answering AskLN questions.

As a result of posting promotional messages to EDTECH and several other K-12 education listservs, AskLN traffic nearly doubled from 30-40 questions per month to 70-80 per month in February and March. However, the increase was short-lived. Announcements on listservs are generally known to have a short-term effect, and this proved to be the case in this instance as well. Also, as the end of the school year approached, teacher use of Internet services decreased. That pattern had already been established by studies of question traffic at AskERIC and KidsConnect. AskLN seemed to follow suit. By the beginning of the school vacation period, in some regions as early as May, AskLN question traffic dropped back to 30 questions per month.

Making AskLN Grow

A new full-time coordinator for AskLN was hired in late April 1997. He was given on-the-job training first by answering questions for AskERIC and KidsConnect. Responsibility for answering AskLN questions, and eventually for distributing questions to the AskLN mentor team, was eventually transferred to the new AskLN coordinator. At that point, the AskLN mentor team was at its

highest membership, numbering a dozen in all. It was felt that with proper attention from a full-time coordinator and with increased promotion by the AT&T Learning Network in the form of national advertising and exhibits at national education conferences, such as NECC, that AskLN traffic would increase significantly within a year or less.

The new AskLN coordinator quickly established an excellent working relationship with AT&T Learning Network staff and with the original group of five mentors. He attended the NECC 97 conference in Seattle, and worked with the AT&T staff and mentors to promote AskLN among K-12 teachers in attendance. The four original mentors who came to NECC offered a variety of suggestions for increasing traffic, however the contract with Syracuse University did not include funds for promotion and advertising, but only for administering the program and coordinating the mentor team as they answered AskLN questions.

After a close look at the development of AskERIC and KidsConnect, the two structural models used in designing AskLN, the AskLN coordinator noted that AskLN seemed to be missing an important element that accounted for much of the success of KidsConnect. This element was an institutional partner. At its inception, KidsConnect had an institutional partner (ALA/AASL) that provided both a user audience and a pool of potential volunteer question answerers. AskLN had no such resource when it went online. Although users did come from the Learning Network and AskERIC websites via links, they were not members of a national professional organization. There was no membership organization present to promote the use of AskLN and to simultaneously recruit qualified volunteer mentors to balance a likely increase in question traffic.

In August 1997, one year after AskLN had gone online, a meeting was held at the Learning Network offices at AT&T headquarters in New Jersey. Staff from the Information Institute of Syracuse and the Learning Network shared reports on both AskLN and Learning Network progress since the initial meeting to launch AskLN the previous spring. The challenge for the AskLN coordinator was to evaluate the first year of AskLN and to find ways to significantly increase question traffic, and as would be necessary, the number of AskLN mentor volunteers. The strategy of adding an institutional partner was discussed, but no immediate action was taken. The overall direction was simply to continue efforts to promote AskLN through listservs and with presentations at national conferences. Plans were made to attend the Tel-Ed conference (a conference that focuses on the use of telecommunications in education) in November 1997.

In an effort to duplicate the previous AskLN coordinator's success in using K-12 education listservs to increase AskLN traffic, the new coordinator joined more

than two dozen of the most well known education listservs[1] through the summer and fall of 1997. He studied the kinds of questions teachers asked and the topics they discussed most frequently that touched on educational technology. He posted informational messages describing AskLN as a free resource for teachers needing help implementing educational technology in the classroom. In addition, he voluntarily answered many questions from teachers on lists deemed to have a user base most like the target group for AskLN.

The first noticeable effect of these efforts came in September 1997, coinciding with a predictable increase in traffic caused by the opening of the school year. Not only did the number of AskLN questions return to the peak level of the past spring, but the number also more than doubled. At the same time, AT&T ran several advertisements for the Learning Network website in national teacher magazines. The Learning Network website also opened a new section devoted to AskLN. Now there were two locations on the World Wide Web where teachers could find AskLN: one at Syracuse University on the Information Institute's server, and another at the AT&T Learning Network. Eventually, each website come into balance with the other, complying with standard policy, text and graphic design. From the coordinator's perspective, all AskLN questions still came to the central AskLN mailbox, allowing service to continue in a consistent and uninterrupted fashion.

Efforts to promote AskLN on education listservs continued throughout 1997 and through the spring of 1998. The usefulness of using listservs to publicize AskLN was apparent in that AskLN users often mentioned discovering AskLN as a result of reading the informational posts made by the coordinator to specific lists. The listservs that proved the most useful in this endeavor were EDTECH, WWWEDU, FYI, Middle-L, K12ADMIN, and TEACHNET (also known as Teacher-2-Teacher), and LM_NET (for school librarians). Other listservs were useful for reaching teachers working at particular grade levels or within specific academic subject areas, such as elementary science or high school history.

Questions and Users at AskLN

Over the course of the 22 months that the Information Institute of Syracuse coordinated AskLN, a number of trends emerged. Although the great majority of AskLN users were K-12 teachers, AskLN also received questions from school administrators, school board members, parents, grandparents, K-12 students, undergraduate and graduate students, government agency staff, nonprofit organization staff, company representatives, education researchers, and writers. AskLN received questions from nearly every U.S. state, and from countries on five other continents. Only Antarctica remained unserved. It was a surprise to

[1] See Appendix

both AT&T and Syracuse University staff to learn how many international users came to AskLN, since no effort was made to promote the service beyond the intended target group of K-12 educators in the United States. It would appear that good news travels far, as well as fast.

Questions sent to AskLN fit almost entirely within the five major theme areas outlined below. AskLN also received out-of-scope questions and referred those to appropriate resources such as AskERIC, KidsConnect, and a variety of other Internet Ask-An-Expert services.

#1 - Questions concerning educational technology planning

Planning for the use of educational technology and the purchasing of equipment is a major challenge for school administrators. While planning and budgeting is also a problem for business and industry, schools have much greater difficulty because they rarely can afford to keep up with changes in technology. Local school district budgets are often in jeopardy because of state education funding cuts and local politics. In addition, school computers deteriorate at a much more rapid rate than normal because children put them to hard use. These are the challenges faced by typical district and building technology coordinators. What to buy? When to upgrade? When to replace? What about service contracts and parts? And then there is the never-ending debate: PC or Mac?

Typical among the more popular question topics in this group were inquiries about computer labs versus classroom computers, and about desktops versus laptops. Some users were thinking about adding a computer lab, while others were deciding whether to dismantle a lab in favor of a network or the distribution of stand-alone computers to classrooms. Laptop use has been growing in interest especially in light of the debate in Texas about providing students with laptops. Some AskLN users asked about the less expensive alternative to laptops - keyboarding machines, such as AlphaSmart and other brands.

#2 - Questions concerning funding and educational technology planning

Questions in this category included inquiries about grant sources, grant writing, public and private funding for educational technology and other school projects, and trends in school purchases and decision-making. Some users asked specifically about applying for funding from the AT&T Learning Network, and/or from the AT&T Foundation. Some were interested in specific corporations, such as Microsoft, or in government agencies, such as the U.S. Department of Education or their own state education departments.

#3 - Questions concerning the integration of educational technology in the classroom

These were the questions AskLN hoped to address from the beginning. Teachers asked questions about how to use computers and the Internet to teach the curriculum at hand. Some AskLN users were beginners, with little training or experience using computers or the Internet with students. Others were Net savvy veterans, looking to push the envelope with more complex school-to-school collaborations.

Category three questions looked like these: How can teachers adapt computer use to planned activities? How can they adapt the curriculum to include computer use? What software is available for specific grade levels and academic subjects? How can teachers make one computer work for a classroom of 25 students? How can they best use Internet access at home when their classroom doesn't have Internet access? Can the Internet and World Wide Web be used with a kindergarten class? How can teachers arrange for their students to have e-mail penpals in other countries? How can teachers collaborate with their counterparts in other states, countries, or continents?

#4) - Requests for solutions to technical problems with hardware and software

While it was difficult to answer technical questions about specific computer hardware, software or local networks, AskLN referred questioners to possible sources of information. Simple questions about some of the more popular computer hardware and software, however, were answered on a routine basis. Requests for highly technical solutions were referred to the manufacturer in question, and to the teacher's own district technology coordinator, when one existed.

An important observation made in this context was that many school districts have little or no expert or formally trained staff to solve technical problems. School districts rarely hire trained network administrators or technical experts. The typical school personnel structure usually consists only of teachers and administrators, and often allows for no other professional job category. In the business and university worlds, however, it is much more common to build technical support, maintenance, and upgrades into budgets for technology.

In most schools, it falls on the shoulders of an interested, but often overburdened classroom teacher to solve computer problems for the rest of the staff. This work is almost universally done in addition to normal teaching duties, and is usually not compensated for at anything near the level it would be in industry. AskLN users in this category often lamented the pressure and lack of recognition, let

alone compensation, they endured on a daily basis. Until all schools plan and budget for full systems support, there will be a growing need for online educational technology resources like AskLN. While listservs such as EDTECH provide a community for educators needing such support, they do not attempt to guarantee that every question will be answered by subscribers, or that replies will be timely, or that the solutions offered will work.

#5 - Questions concerning teacher training and professional development

Teachers, not just their students, are learners and need information. Many teachers came to AskLN looking for information about training and professional development at a variety of levels. Some requests were quite specific. Users inquired about how to build web pages, how to use specific software, or how to use video conferencing and digital photography. Other requests were for information about online workshops, continuing education units (CEU's), college credit courses, and degree programs - all within the area of educational technology. Requests for information about training in other areas of education were referred to AskERIC.

Other questions within this theme were those posed by teacher trainers: technology coordinators, college teachers, and teachers planning inservice workshops or making presentations at conferences. Typical inquiries included requests for online resources for teacher training, information about the latest research findings in support of educational technology in public education, tips and suggestions for teaching teachers about using the Internet, and so on. Several questions came from people who were writing books, journal articles, and teacher training materials at the district or building level.

Conclusions and Recommendations

As the AskLN project progressed, it became necessary to examine the original concept of offering mentoring relationships and recognize that users wanted a simpler question answering service. Although AskLN mentors were prepared to offer mentoring relationships to users who wanted more than one e-mail contact, very few mentor-user exchanges went further than the first question and answer exchange. AskLN mentors were asked about this periodically, and reported that only occasionally did users send a second e-mail. When they did, it was to clarify the original question, to ask about the mentor's reply, or to simply thank the mentor. Although all information explaining the AskLN program posted on both the AT&T Learning Network website and the Information Institute of Syracuse website referred to AskLN as a mentoring service for K-12 educators, none of the users requested a mentoring relationship or pursued one in any way.

The AskLN experience did however provide evidence that there is real need for a question answering service for teachers, especially one providing expertise and resources to help teachers use educational technology more effectively in the classroom. While many websites and listservs offer teachers assistance, materials, lesson plans, and Internet resources, none offer a free, personalized, timely and authoritative question answering service geared solely to answering questions about implementing educational technology in the classroom.

Teachers often look for an opinion or a solution based on personal experience. They often look for material and activities they can use in the classroom tomorrow. AskLN mentors provided timely answers to practical questions, while not pretending to be the most authoritative resource. The strength of an AskLN reply was in its personalized, collegial, "here's what I did" nature of the experience-based response. In addition, AskLN provided users with additional Internet resources to explore, such as websites, listservs, book titles, vendors, and names of educational organizations.

Syracuse's experience with AskLN and with the monitoring of K-12 education listservs also yielded important observations about the special needs of first and second year teachers. New teachers perhaps have the greatest need for a personalized question answering service. Fresh out of college, and facing what everyone has told them will likely be the toughest year of their career, new teachers are in a difficult situation. Their fear is that by asking questions they may be seen as less than competent. By not asking questions however, they could inevitably make more mistakes than they should. When new teachers are matched with well-trained mentor teachers, life is simpler, but districts having mentoring programs are few in numbers. Even when mentors are provided, they may not be able to offer much support when it comes to the best use of current educational technology.

An online question answering service could be a very effective and efficient way to support new teachers, especially in their use of educational technology. Currently, the PreSTO listserv for preservice and student teachers attempts to help, but it is limited to users supporting themselves with occasional assistance from a few dedicated college faculty members. PreSTO is a volunteer effort that cannot offer service to its users at a consistent and authoritative level. Its intention is to offer a place for preservice and student teachers to share ideas and experiences.

The recommendation then, is for a question answering service, much like AskLN, but with several important differences. First, its design should include affiliation with an institutional partner that would offer a national membership of teachers. That membership would serve as the initial user base, and would provide a bridge to non-members simply by word of mouth within schools and

colleges. Using volunteers to answer questions has proven to be both cost effective for the sponsors of question answering services, and professionally stimulating for the question answering volunteers, so this piece of the AskLN model should be continued. An institutional partner such as a national teacher organization would be able to offer a pool of potential volunteers from among its more experienced members, and if the organization were specifically focused on educational technology, that expertise would be a great asset to the service.

Rather than continuing to offer mentoring relationships that may not be needed (or that already may be provided to teachers where they work), the focus of the question answering service should be on answering questions and providing online resources. For whatever reasons, AskLN users have not perceived mentoring relationships as a need. Efforts should continue in finding, organizing and updating Internet teaching resources so as to make volunteer question answerers' tasks as efficient and as expert as possible. In this regard, efforts should be made to allow volunteers to communicate with each other, to share resources, and to help each other with particularly difficult questions. As the volunteer base grows, volunteers could be organized into groups with leaders. The mission of the group leaders would be to monitor the reply process and to help individual volunteers as needed. The overall structure would somewhat mirror what was developed during the AT&T Learning Circles program and the structure currently used by the KidsConnect program. The AskERIC system of distributing questions to independent clearinghouses is also similar, although professionals handle AskERIC questions. Nevertheless, AskERIC Network Information Specialists regularly consult with each other across the ERIC system.

The new question answering service would take into consideration the special needs of first and second-year teachers in its promotional efforts, its materials and in its volunteer training. One possible strategy for promotion among this group would be to provide information to Schools of Education. Preservice and student teachers would have the opportunity to become familiar with the new question answering service before they graduated. School district mentoring programs could also be presented with the same information, and mentor teachers could introduce the service to new teachers not already familiar with it. Contacts with new teachers could also be made through national teacher unions, associations for school administrators, and associations for college faculty in schools of education.

The AskLN project has clearly demonstrated a need for a national online question answering service to help K-12 educators use technology in the classroom. It is important that such a service achieve and maintain the highest possible standards of timely and authoritative support for its users, the dedicated professionals who teach in our schools. In a time when national certification for teachers, professional standards, and subject area standards are at the forefront

of discussion and debate, we should also devote attention to providing the best possible and most efficient support systems for front line educators. The use of Internet technology to help teachers in the classroom would seem to be the most effective strategy available, especially in that it would itself serve a model for the effective use of technology by teachers.

APPENDICES

APPENDIX A

K-12 Education Listserv Communities
Members - Potential Users of AskLN

BIG 6	listserv@listserv.edu.syr
BLOCKLIST	listserv@tc.umn.edu
CHATBACK	listserv@sjuvm.stjohns.edu
Classroom Connect	crc-request@listserv.classroom.net
DTS-L	LISTSERV@LISTSERV.INDIANA.EDU
ECENET-L	listserv@postoffice.cso.uiuc.ed
ECEOL-L	listserv@maine.maine.edu
EDLIST	Desertsky@arizonaone.com
EDRES-L	LISTSERV@LISTSERV.UNB.CA
EDSTYLE	listserv@sjuvm.stjohns.edu
EDNET	listproc@lists.umass.edu
EDTECH	LISTSERV@MSU.EDU
5-6th Grade Connection	Majordomo@Esosoft.com
FIRST GRADE	majordomo@etc.bc.ca
FYI	Listserv@ocmvm.cnyric.org
GEOGED	listserv@lsv.uky.edu
H-High-S	LISTSERV@h-net.msu.edu
Hilites	majordomo@gsn.org
ITS	listserv@unm.edu
K12ADMIN	listserv@listserv.syr.edu
K12SMALL	listserv@uafsysb.uark.edu
KIDLINk	listserv@vm1.nodak.edu
KIDSNET	kidsnet-request@vms.cis.pitt.ed
KIDSPHERE	kids-request@vms.cis.pitt.edu
LM_NET	listserv@listserv.syr.edu
MATH-TEACH	majordomo@forum.swarthmore.edu
Mathweb-l	mailserv@hcca.ohio.gov
MEMORIES	listserv@sjuvm.stjohns.edu
MIDDLE-L	listserv@postoffice.cso.uiuc.edu
MUSIC-ED	listserv@artsedge.kennedy-center.org
NCSS-L	listproc2@bgu.edu
NCTE-TALK	majordomo@serv1.ncte.org
NCTM-L	listproc@sci-ed.fit.edu
NEWEDU-L	listserv@vm.usc.edu
NIITEACH	listserv@idbsu.idbsu.edu - read only

PreSTO	listproc@ra.msstate.edu
RTEACHER	listserv@listserv.syr.edu
SOCSTUD-L	mailserv@hcca.ohio.gov
SPECED-L	LISTSERV@UGA.CC.UGA.EDU
SPEDTECH-L	listproc@ukanaix.cc.ukans.edu
T321-L	listproc@lists.missouri.edu
TAG-L	listserv@listserv.nodak.edu
TEACHNET	majordomo@wichita.feist.com
Tech-Teacher	listproc@lists.missouri.edu
TIE-L	listserv@list.uvm.edu
TOYSTCHR	listserv@miamiu.acs.muohio.edu
Web66	listserv@tc.umn.edu
WEBTALK	majordomo@teachers.net
WWWEDU	listproc@ready.cpb.org

APPENDIX B

AskLN Monthly Question Totals

August/96	7
September/96	19
October/96	28
November /96	28
December /96	15
January /97	38
February/97	41
March /97	70
April /97	84
May/97	39
June /97	31
July /97	37
August/97	36
September/97	84
October/97	120
November/97	91
December/97	90
January/98	133
February/98	139
March/98	173
April/98	112
May/98	104
June/98	68

AskLN Grand Total = 1,587 questions answered as of June 30, 1998.

APPENDIX C

Thank You Letters to AskLN

Date: Fri, 4 Sep 1998 14:07:38 -0400 (EDT)
From: Anton Ninno <anton@ericir.syr.edu>
To: Eric Plotnick <eplotnic@ericir.syr.edu>
Subject: AskLN TY Letters

Thank-You letters to AskLN

Subject: Information Access

Thank you for wonderful information, it will be very helpful. And again, thank you for this amazing service. Wishing you all the Merriest of Holidays.

Subject: Re: Desert Web Site

Excellent web site! I love it! The kids will really love this web page, thank you! If you find anything else, please do send it to me! Thank you again!

Subject: Re: Students Online

Thank you so much for your speedy response! This information is extremely helpful.

Mr. Grott:
I want to thank you for the immediate response to my question. I now
know that whenever I have a question on how to use the Internet with my students I will be able to count you for help.

Subject: Science Fair Projects

Dear David,
Thank you so very much for the information. Your response was exactly what my students were looking for! St. Mary's School is sending quite a few to state this year, and the information will greatly help them all! God bless you!

Subject: Math Resources

Thanks for your prompt and comprehensive response. I will be sharing this information with the math teacher, the team, and the math department tomorrow.
Just what I have been looking for.

Subject: Re: Interactive lesson plans

Wow! Thanks so much, Mr. Fulton, for sending the list of lesson plan sites. You went above-and-beyond the call of duty!

Affiliate Assistant Professor
University of Idaho/Boise

Subject: Re: Anne Frank correction

Hello, David:
The Anne Frank information was great and the unit was very successful. I can't thank you enough. Our next try is Greek mythology. We will be on-line Monday. My seventh-graders are really working! Thanks again!

Subject: Re: Internet slide show

Dear Anton,
YES, that was the one! Thank you very much for the research and effort. I also received a list of URLs from another Mentor, Lou Casini, about the subject and am anxious to look at them, too. Thanks again, I like the "personal touch" part of your service very much.

Subject: Old Technology

Thanks for the article on the Edu-Tech listserv. I snail mailed to it my mother, a math teacher, who does not have Internet access. You gave some great ideas that hopefully will be adopted by a lot of teachers.

Subject: Technology Planning

Anton,
Thanks for the location you gave to help with K-12 Technology Planning. It certainly has been a help. I have also started using it obtain information on other topics as well.

Subject: Assistive Technology

Anton,
Wow! I feel like I've hit the big jackpot! Thanks so much for your help. I can't wait to check out all the sites. THANKS!!!!!!!

Subject: Childrens Literature Resources

Dear Anton

I would like to thank you for the information about the Doucette Index. I am on my way to check it out. Thank you.

Subject: Assistive Technology

Wow, Anton, you are great!!!!!
I am so enthused by these resources and am eager to get at them. I was officially a Spec. Ed. Assistant. I worked with a CP child in an inclusive class environment for 4 years. When I left she was gainfully independent & successful--it can work. Thanks so very much.

Subject: Re: Assistive Technology

Thank you for the list of resources/websites. Since I am employed in a large exceptional student education center I will share your information with my coworkers.

Subject: Early Childhood

Gee, Anton, I bet you thought you'd heard the last from me. Surprise! Oh yeah, thanks for the tip re: glitter. I'll try these url's. Thanks again for the information about the Early Childhood Education sites.

Subject: KidsConnect

Hi Anton,
Thanks for the reply. I've passes it on to several colleagues and will be doing more. We try to share with each other.

Subject: Re: Integrating Technology

Hello Anton:
Thank you very much for your prompt response to my question. You really provided a wealth of information for me to go through. I also received a response from Terry Gray with some additional resources.
Ill keep you posted on our progress. Thanks again.

>From a high school librarian...
Subject: Re: Big 6 Material

Anton --
Thank you for all of your assistance! You are terrific!

Pulaski High School Library

Subject: Re: Summer School Research

Thank you. I have added you to my favorites list.
I like the quick responses to my e-mail.

>From a Catholic School teacher...
Subject: Re: Technology Planning

Thanks so much for your help! I can't wait to start checking out the sites you gave me!

Blessed Sacrament School Tech Committee

Subject: Re: Aviation Materials

Anton,

Thank you very much for the aviation teaching resources you sent me. Have a nice day!

Subject: Neighborhood Youth

Thanks for your prompt response regarding my question about working with neighborhood youth -- it's becoming a rather stubborn issue here because within the age group is K-12 many are introduced to electronic resources in their schools, but, as an inner city community, have little access

outside the classroom. As a learning activity, class instruction has (in a sense) "shown them the wonders" of electronic media resources, but now they are left with no follow-up access. In a way, it's like teaching basketball in a school gym, but limiting practice and the integration of classroom/gym skills with ongoing daily activities. Again, thanks!

Subject: Resources on Mental Retardation

Anton-son,
Thank you for the reply and all the information you divulged to mwah. If'n the future you come across any other info that addresses my query, please do send it on by. May your feet always be warm and your head cool!

Subject: Re: Looking for 'wired' teachers

I plan to post this message to the GSN Hilites program, but I'd like to put it up as a ERIC project for teachers too. I am not a teacher, but the founder of Impressive Communications and the M(3)AGIC Foundation. Phillips Elementary is my main pilot school in Denver. Thanks!

Founder and Director
Impressive Communications (iC)

Subject: Re: Community Guides and Montessori

Thanks Anton for your prompt reply! What a great service!
I will visit again!

Subject: Re: School Information Systems

Many thanx for your exhaustive search, and while it is probably nothing for you, it is a ton for me. While much of the info appears at first blush to be related to larger than we our system development, there is certainly lots to explore. Thanx, you are great!

Subject: Re: Home Schooling

Thank you so very much for your help. I have been looking for months and you were the First one to come through. Thanks again.

Subject: Re: Ed Tech Resources

Thank you. This will really keep me busy for a while. I will review all of these resources. My supervisor will be very pleased, as we are in an AT&T for educational learning partnership in our district of Plainfield. Thanks again.

Subject: Ask A Geologist

Thanks Anton for that great site of sites. I'll try them today.

>From an AskLN user in Italy
Subject: Thanks!

Good Morning Anton,

Your efficiency has been flabbergasting. Thank you very much for having saved me endless hours of browsing. I'm quite new at the Net. Yes, I am teaching English to Italians but generally to adults and business people. Its very curious that you mentioned the radio broadcasts. Just yesterday afternoon I taped a program from the National Public Radio to use in some of my classes. I see a lot of potential in listening activities which are not 'fabricated' to exactly suit the lesson units in text books. Although preparation must be time consuming I'm sure the benefits will pay off. Got any suggestions on how to implement the radio programs?

Subject: powerpoint

Hi Lou,
It's past midnight and I just received your message re my powerpoint question. Will have to wait before I give it a try but I just wanted to thank you for taking the time to answer me. Quickly, read over your "page." Thanks again. Will let you know how I made out. Take care.

Subject: Fan mail

Dear Anton,

I have intended to send you fan mail for a good while. I am a member of LM Net, Ed Tech, WWW, Classroom Connect, and I NEVER delete your posts. They are many times something that I pass along to my elementary teachers and if not, they are always interesting! I remember your post on caves and bats around Halloween especially delighted my teachers.

Now that I have bragged on you, I am asking your help. Our 3rd grade curriculum includes mining operations and oil wells. As you can imagine, 3rd graders in Cedartown, GA have no conception of what either looks like, and I can find no visual help for them--not even a snippet of video tape. My 3rd grade teachers are stumped and so am I. They have classroom Internet access.

I know that I should be Asking LN in a formal manner, but I just had to let you know personally how much I look forward to your posts on the various listservs. Thanks for any help you can give us.

Media Specialist
Westside Elementary School
Cedartown, GA

Subject: Mining and Earth Science Resources

Anton,
You are something else! I am overwhelmed with all the wonderful sites. I started visiting them today at school (where we have a T1 connection), and I've decided I'm going to have to turn it into a web page for satisfying the GA elementary earth science curriculum. I haven't found exactly what I was looking for yet, but the sites you sent this afternoon look like they're going to be exactly what we need now.

I'm also considering connecting with one of the geologists from the American Geological Society (I think that's the one). Last year I connected some of my 5th grade boys who wanted to make their own fishing lures with the "Bassmasters of America" and it was awesome. My boys received lengthy, explicit instructions and even a big box of fishing equipment. Aren't people on the net wonderful? I'm so sorry that so many of our community members hear only about all those nebulous scary people out there.

My third grade teachers are feeling awfully special to get all this attention. Thanks so much!

Media Specialist
Westside Elementary School
Cedartown, GA

Subject: Latitude

Anton,
Thanks for posting your lesson on latitude and longitude. It looks like the best I've every seen, and I appreciate the time it took you to share with us. Thanks again!

Subject: Geography Quiz

I don't know about the rest of you, but I enjoyed Anton's quiz! It's been about 30 years since I taught US history, and I'll blame it on time for not knowing Vermont! Maybe we should have a quiz like that more often! It certainly stirred up interest. Thanks, Anton!

Subject: Foreign Language Software

Thanks for all the information. I have upper elementary kids doing research projects in the library and want to be able to introduce them to electronic encyclopedias as well as paper. I'll check those other resources you provided. Again, thanks!

Library Media Specialist
Syracuse, NY

Subject: Origami

Anton.,
Thanks for another great posting of sites! Because of you, I am becoming the Internet resource person at my school. I do appreciate all your hard work. Thank you.

>From an AskLN user in Latvia
Subject: Education Research

Dear, Anton !

Thank you for information, I trai it. Yes, I am from Latvia. That very extremely wonderful when people know our small, but very nice country. Please say Hallo to your friends from Latvia.

Subject: One-Computer Classrooms & AskLN Archives

Many thanks, Anton, for your very complete answer. I maintain our high school library website and am always on the lookout for special sites for educators which I upload.

I also am instrumental in getting a Technology Users Group going for educators in our nine town district and the one-computer classroom issue has come up. I think your AskLN service is great - I will mention it to

BEST COPY AVAILABLE

the Users Group, and I will link to the AT&T site from our Educators Resource Gateways page.

Don't go anywhere: we'll be back!

Subject: ADD parent support groups impact teacher involvement

Thanks for all your work. You can bet that I'll use that information. Have a great day!

>From an AskLN user in Australia
Subject: Re: School staff development with information technology

Dear Anton,
Thanks for your speedy reply. Those sites were most helpful. I had forgotten the AskERIC address but will follow that up. Next time you are in Australia I will buy a glass of good South Australian wine. Have a great day.

Subject: Re: Women's Suffrage & Women's Rights

Hi Anton,

Thank-you for the quick response to my request. The websites you sent are wonderful. They are full of information that has already been put to good use in helping me explain things to my daughter.

Again, thank-you!

Subject: computers increase learning - data needed

Anton,
Thank You so much for help. I have made a hard case for the School Board, and will visit many of the site for myself.
Again, thank you for very timely action !!!!!!

>From a college professor
Subject: Re: The Geography of Religions

Thanks, Anton. I often forward the sites you send me to others here at Mary Baldwin College, and to my education students. Thank you so much!

Assistant Professor, Faculty Advisor at Mary Baldwin College

Subject: Re: Ed Tech Planning Resources

Anton,
Thanks for your help. I'm pursuing the equity issue in order to obtain better access to computers (more $ in this year's budget) at an urban school in Chicago. It's also the topic for my field based research thesis, the final step towards my masters in tech in ed. Your help is greatly appreciated. It's good to know you're out there!

Technology Coordinator, Stockton Elementary School, Chicago, IL

Subject: Re: Integrating computers in the curriculum

Thank you very much for the info. I'm was so excited to hear back in a couple of days!!!

Subject: Re: Great resources!

Thanks again, Anton!!!! This is fun!! Wish I would have done this a long time ago. Don't forget me, and keep me posted on any stuff you think is neat!!!

Subject: Online Substantive Curriculum

Thanks for the info, Anton. It will take me a little while to study everything. My educational affiliation is as a former teacher and educational publisher. My feeling is that the future of educational publishing will be "on line" because of many factors, mostly economic, ie. school boards will simply not buy $60.00 text books anymore, if and when they can get the same materialand greatly expanded material from an on line publisher for 3 cents.

Subject: Re: My Handy List of Internet Search Engines!

Thank your for the list of handy Internet sites. I would like to ask your permission to post this list (with or without your name) to the new listserv set up by my district for media specialists.

I would give credit to both AskLN and LM_NET.

Gen H.H. Arnold High School
Department of Defense Dependents Schools, Wiesbaden Germany

>From an inner-city teacher...
Subject: Re: Racism

Dear Anton,
Thanks very much for all the great info. Now I have a pretty firm handle on where to start. I need to familiarize myself with all this before I take it to the classroom. It also looks as if there will be some places to look into Latino issues. (About 1/3 of my students are Latino) Thanks again, especially for how quickly you responded!

>From a teacher in Argentina...
Subject: Geography Resources

Dear Anton:
I'm a teacher at Mar del Plata city, near the Atlantica Ocean, 400 Km south from B.A., our capital. I have 8th and 9th grade (our new educational law), secondary school and I work at the Economic and social School (University). Thanks for your answer. I love geography, and I try to teach this to my pupils but is very difficult. Till next time

---

Subject: Midi Choices

Mr. Casini,
Thanks so much for your prompt response to my questions regarding hook-up and use of an electronic keyboard for students in a multimedia course! I teach this particular class how to use "HyperStudio" so your comments were right on target. Once again, thank you so much. I will most likely get back to you in the future on this, or other technical questions, if you don't mind. Good luck with all of your efforts on and off line.

>From an elementary teacher in Winnipeg, Canada
Subject: Resources on Japan

Thank you so much to Anton for his help in sending information about Japan. Wow! I am so impressed, and I wanted to let you know how much this is appreciated. Thanks again,

---

Subject: Resources on the American West

Dear Terry,

Thank you very much for your response concerning the theme Wild, Wild West and computers. As I stated last time I have 25 IBM compatible, with CD-ROM computers (of various manufacturers). No, I do not have the Internet, but I recently ordered some software called Web Whacker. I'm hoping that I'll be able to "Whack" some of the information on these sites, and transport it to school. I have the Internet in my home. Our school hopes to be online by this fall. If you have any other ideas I'd be thrilled. Your help has been outstanding! Thank-you very, very much!!!

Subject: Author question

Dear Susan:
Thanks a million! I was referred to the AskLN site by a teacher in my school district. This teacher highly recommended it and they were right! I appreciate your prompt attention, as well as, the needed information regarding the address of Mr. Bill Wallace. Have a fun day!

>From a vocational school teacher...
Subject: Computer Science Standardized Test

Thank you for the information you provided. I had searched the web for 3 hours yesterday, trying to find the information for my building director. I have since researched many of the sites you provided. I had not requested direct on-line help from AskERIC, but I will do so this afternoon, as you suggested. Again my thanks for your immediate response.

Manchester Technical Center

>From a research center scientist...
Subject: Re: Email Mentor Programs

Dear Anton,

Thanks for such a speedy response to my inquiry! Your information will help me out tremendously. I will be sure to check out your sister sites as well. Again, thanks for such a prompt and professional response. You and your organization are doing a stellar job. Warm regards,

Teacher Education Program Coordinator
Birch Aquarium at Scripps Institution of Oceanography
University of California, San Diego

>From a French teacher...
Subject: French Language Resources

Dear Anton,
Thanks for your most informative response . I have found your info to be most helpful. Merci mille fois! Again many thanks and Happy Spring!

>From a school superintendent...
Subject: NYSSBA Presentation

Anton,
Thank you for your list of search engines. Quite a comprehensive list! The presentation went well.

Superintendent
West Valley, NY

Hello Anton,

What a wonderful competition! I would love to share your post with some of the educators I work with.

I maintain a mailing list for about 70 Seventh-day Adventist educators across the United States. I search the listservs looking for excellent posts with useful information, creative projects, educational web sites, etc., then ask the authors for permission to re-post to my group. I do this to help busy educators who don't have time to subscribe to active listservs. Your post is one I consider worthy and would like to share with my group. Would you give permission for me to re-post this message? Thanks so much for considering my request.

Educational Technology Development Project Director
Pacific Union Conference ATIE
La Selva Beach, California

Subject: Re: Upton Sinclair's The Jungle

Thank you for your speedy reply to my question. And yes, I am a teacher, and appreciate the resources that you attached to the e-mail you sent. I have been having difficulty finding any information on Upton Sinclair for an engaged learning project and hoped you might be able to help. Thanks again!

Subject: Re: Ethics, Learning and Technology

Thanks for the quick reply and additional references. I have already been doing a fair amount of digging into some of the sites you mentioned. Thanks again.

Subject: Solar System Websites

Dear Anton,
I have used AskLN before and I think it is a wonderful service. You really help integrate the computer into the classroom by providing wonderful websites. Thank you for your help!

Subject: Weather

Dear Marilyn,
I just wanted to let you know how much I appreciated the websites you provided for our class study on weather. They were great.

Subject: Internet Special Education Resources

Dear Anton,
What an incredible list! Thank you and BTW very much. I am a resource specialist in California for two large, multicultural schools. While I don't yet have Internet access in my classroom, I know it's coming and I already use lessons from the Internet in my teaching. This list, however, is for something even more special. I am trying to start a list of great sites for a group of teachers who are getting their first computer and first introduction to the Internet.

Also, I am writing a paper and making an oral presentation to teachers studying to be resource specialists. It is my hope that I can expose them to the wealth of wonderful information at their fingertips so that they will integrate the lessons from the Internet into their curriculum. Thanks for your help. Everyone will enjoy the fruits of your labor!

Subject: Re: Online/Software Training

Anton -
You are very thorough in your response, and I really appreciate all the information and addresses you have provided for me to explore. Thank you so very much.

>From a professor at Temple University
Subject: Re: Listservs & Classroom Dynamics

Hi Anton,
Thank you SO MUCH for all the information you sent me and for your prompt response. I'll try using AskERIC and some of the web sites. Keep up the good work!!!

Institute on Disabilities/UAP, Temple University

>From a Technology Coordinator in New South Wales, Australia
Subject: All your help

The power of the net never ceases to amaze me Anton. Thank you very much for taking the time to reply to my request in such detail. You have answered many questions for me. I appreciate it!

Laptop Coordinator, Central Coast Grammar School
The Entrance Rd, Erina Heights, NSW, Australia

>From a teacher in Romania
Subject: free software for schools

Hi Anton,

Thank you for your precious help. Most of these sites, I believe, provide computers and software for US schools, isn't it true? I will try anyway to ask their help. I have nothing to lose. Most institutions in Romania (it is estimated at over 90%) are using pirated software. We believe this is not correct and we would like to use licensed software. However, when the salary of a teacher is under $100 (I did not miss any zero!), and when the school hardly survives financially (from proceeds of some thrift stores) it hard to imagine that we can pay $500 for just one kind of software. So, we are torn between honesty and the ability to teach our kids. What would you chose?

Thank you anyway for your help and I will keep you posted on our progress. In a while we are going to have our own web page. (by the way, one of our pages will be on 'Other educational web pages'. Could we put on the page a link to your site and other sites that you provided? This way other school in Romania could have access to what you offer.) I will send you the address. If of interest, I can send you in a future message the plan we have made (unique for our country, in spite of the fact that we have other high schools specialized in computer science) for integrating computers and the Internet in the education process. Your feed back could be of great help.

Be blessed,

>From a professor at St. Bonaventure University
Subject: Re: Student involvement in learning

Anton,

Thanks a bundle. I'll check out those post-secondary sites you listed!

Department of Psychology, St. Bonaventure University

>From a school administrator in Hong Kong
Subject: Re: Mailing List Search Engines & Resources

Anton
A great list .... many thanks. Regards,

Head of Centre & IT Advisor, J.C.Sarah Roe Centre
The English Schools Foundation
Homantin, Kowloon, HONG KONG

Subject: Re: Intel Create & Share Camera Pack

Hello Anton,

Thanks for responding. I checked out all of the references you sent me. Also, the generous people on the educator's list came up with some contacts for me, as you suggested they might. Thanks for your help and inquiry. If you have any more thoughts on the subject, I'd be glad to receive them.

Subject: Finding High School Classes on the Internet

Anton,

Thank you so much for all the information!!! There's so much its a bit overwhelming, but I'll get through it all as soon as the kids are gone for the summer! Thanks,

---

Subject: Re: Learning Ohm's Law

Anton

I get lots of valuable information from you. Thanks a lot.
Your job is important for kids to learn from experts.

Subject: Biography

Thanks so much for the websites will check them out, and also will stay connected with AskLN for other questions, re: implementing technology in the classroom, that is a departmental goal. I will be trying to get more teachers in our social studies department on line.

>From a teacher in Australia
Subject: Year 11 Maths in Practice? -Reply

Dear Anton,

What a delight to hear from you. I love checking out math web sites, so thank you so much for your list. It is with great intrepidation I put my name to stuff on the Web - am not certain if there will be negative repercussions. I'm actually doing my Graduate Diploma of Education and practice teaching this year at Arthur Phillip High School in Macquarie Street, Parramatta in Sydney, NSW, Australia. I work full time at Macquarie University as PA to the Deputy Vice Chancellor (Research) and am fitting in full time university studies plus practice teaching around my job. The DVC allows me use of flexitime to do that, which means I'm often at work very early, plus on Saturdays. Any help with teaching preparation is a time saver for me, plus injects some fresh learning into the kids. I'm also looking for a fresh way to teach proofs of geometry theorems to bright year 11 students - other than chalk and talk.

==========

Anton Ninno, Educ. Resource Evaluator anton@ericir.syr.edu
4-194 Center for Science & Technology 315.443.3640
Information Institute of Syracuse 315.443.4100 fax
Syracuse Univ., Syracuse, NY 13244-4100 800.464.9107 toll-free
SU-IIS http://iis.syr.edu/ AskERIC http://ericir.syr.edu/

==========

BEST COPY AVAILABLE